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Opinionnaires obtained from 49 states and Puerto Rico served as a base for development of 22 guidelines to provide information for organizing and assigning the responsibilities of each teacher in a multiple-teacher vocational agriculture department. Increased emphasis on agricultural occupation programs, adult farmer programs, and the unification of small rural high schools resulting in increased concentration of students have resulted in expansion of programs being offered. The five areas of the guidelines are: (1) justification for an additional teacher, (2) administration of the multiple-teacher department, (3) teacher responsibilities with the department, (4) Future Farmers of America (FFA), and (5) facilities for the department. Supplementary information includes a selected bibliography, the basis for guidelines development, and the form used for the opinionnaire. (DM)

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GUIDELINES
for Multiple-Teacher Departments of Vocational Agriculture

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GUIDELINES FOR MULTIPLE-TEACHER DEPARTMENTS OF VOCATIONAL AGRICULTURE

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PREFACE

The guidelines, given in this booklet, were prepared to provide information for organizing and assigning the responsibilities of each teacher in a multiple-teacher vocational agriculture department. For many years, Kansas had only two multiple-teacher departments. With school unification bringing our rural youth together into larger attendance centers, the number is steadily increasing.

The information that formed the basis for the guidelines was secured by opinionnaires, which reported the most successful practices used by other states in dividing the teacher workload in multiple-teacher departments. Responses were received from forty-nine states and Puerto Rico.

Mr. Don Elson, graduate student in education at Kansas State University, developed the opinionnaire, collected the data, and tabulated the results. He then wrote the guidelines, basing his recommendations on the experiences of men in agricultural education from all the states and the Guidelines Committee.

Mr. Elson, through the writing of these guidelines, has made a valuable contribution to agricultural education. This work will help administrators, teachers, and supervisors in developing strong, well directed multiple-teacher departments.

C. C. Eustace
State Supervisor
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INTRODUCTION

The number of multiple-teacher departments of vocational agriculture in Kansas increased from six to twelve in the period from 1963 to 1968. This expansion of departments can be assumed to be the result of programs being offered, which were broader in scope and of interest to more students. These include programs such as agricultural occupations, made possible by the Vocational Education Act of 1963, and increased emphasis on young and adult farmer programs. Another factor, resulting in an increased number of multiple-teacher departments in Kansas, has been the unification of small rural high schools, thus concentrating more students into fewer high schools. With the continued improvement and expansion of existing programs, development of new programs, and stress on unification of the smaller rural school, the need will increase for more and larger multiple-teacher departments of vocational agriculture.

A state-wide guide for the establishment and operation of multiple-teacher departments of vocational agriculture has not been available in Kansas. With the anticipated increase in multiple-teacher departments, guidelines are essential.

The Guidelines Committee reviewed a study entitled, "Operational Procedures for Multiple-Teacher Departments of Vocational Agriculture".* (See

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*Elson, Donald E., Operational Procedures for Multiple-Teacher Departments of Vocational Agriculture" (unpublished Master's Thesis, Kansas State University, Manhattan, 1968).

Appendix) Based upon their individual experiences with multiple-teacher departments of vocational agriculture and the findings of the study, the committee developed this set of guidelines.

GUIDELINES FOR MULTIPLE-TEACHER DEPARTMENTS OF VOCATIONAL AGRICULTURE

The guidelines contained herein are designed to give direction to the existing multiple-teacher departments and to provide assistance in the establishment and operation of new multiple-teacher departments of vocational agriculture. The guidelines have been divided into five areas related to multiple-teacher departments of vocational agriculture: Justification for an Additional Teacher, Administration of the Department, Teacher Responsibilities within the Department, Future Farmers of America, and Facilities for the Department.

The following section lists the guidelines with explanatory statements for each of the five above named areas.

Justification for an Additional Teacher

1. The number of day-school students should not exceed fifty per teacher. This number may be reduced if agricultural related or other specialized instructional programs are incorporated into the vocational agriculture program.

2. When the number of young and/or adult farmer classes exceeds two per teacher and the teacher is also responsible for day-school students, an addi-

tional teacher should be employed. An instructional program of any vocational agriculture department should include classes for young and adult farmers of the area. Such programs are vital for the establishment of a total program of vocational education in agriculture.

Administration of the Multiple-Teacher Department

1. Teachers, administrators, and state supervisory personnel should have a direct role in the development of policies for the multiple-teacher department. Teacher educators should serve in an advisory capacity on a state-wide basis, but should not necessarily be directly involved with each department.

2. A department chairman should be selected by the administrator with the approval of the teachers in the department.

a. When selecting the chairman, experience within the department and community is important, but should not be the only prerequisite.

b. Authority should be given the chairman to make decisions within the policies of the school.

c. The chairman should serve as a coordinator of administrative activities concerning the department. The responsibility for administrative activiites rests with the chairman, but the actual completion of the reports, budgets, etc., may be delegated to other teachers within the department.

b. Compensation for added administrative responsibilities in monetary form, or by reduction of the teaching load, should be given the chairman.

3. Students should be grouped according to year in school. Students may be grouped according to vocational objective in large departments where class size is not prohibitive.

4. One teacher should be in charge of the young and/or adult farmer programs, but all teachers should share in the responsibilities of the programs.

5. Scheduling use of department facilities and/or equipment should be the responsibility of one teacher.

6. Each multiple-teacher department is required to have an advisory council to give guidance to the teachers within the department.

Teacher Responsibilities within the Department

1. Assignment of teaching duties should be made through the cooperation of all teachers within the department and the administrator. The assignments should all be made in writing. (See Appendix-Division of Teacher Responsibilities)

2. Classes should be taught by teachers specializing in a particular area, e.g., teachers with a specialization in horticulture should teach all lessons pertaining to horticulture, etc.

3. Supervisory visits by the teacher should be made to the students he has in class. When the student's need is very specialized, the teacher who has a specialization in that area may make the supervisory visit. At least one hour should be scheduled, during each school day, for supervisory visits. Supervisory visits are an important part of vocational education and are to be a part of the instructional program. Planning periods are not to be used for this purpose.

4. The requisition of departmental supplies should be assigned to one of the teachers.

Future Farmers of America

1. There should be only one FFA chapter in each department.

2. The duties of FFA advisor should be shared by the teachers in the department with one teacher in charge.

3. Preparation of students for chapter activities, e.g., judging teams, should be the responsibility of the teacher with an interest in the particular area.

Facilities for the Department

1. Each teacher in a multiple-teacher department should have a separate classroom.

2. Each department should have at least one well-equipped shop of adequate size to meet the needs of

the total program.

3. An extensive agricultural library should be a part of the facilities of a multiple-teacher department.

CRITERIA FOR SUCCESS OF A MULTIPLE-TEACHER DEPARTMENT

When expansion of the department is being considered, the reasons for expansion should be to meet the educational needs of the day-school and adult students first, and the needs of the area second.

For a department to be successful, the addition of another teacher must result in the expansion of the program into new or more specialized areas of instruction which were not possible without the additional teacher.

Cooperation is the most important factor in the successful operation of a multiple-teacher department. Without cooperation by all groups concerned (teachers, administrators, advisory council, and board of education), the agricultural program will not be effective in meeting the needs of students.

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APPENDIX

BASIS FOR GUIDELINES DEVELOPMENT

The study, "Operational Procedures for Multiple-Teacher Departments of Vocational Agriculture", was conducted by Donald E. Elson, while under contract with the Kansas Vocational Education Research Coordinating Unit, Topeka, as a graduate research assistant. The study was developed as a thesis in partial fulfillment of the requirements for a Master of Science degree in Agricultural Education, Kansas State University, Manhattan.

The study was designed to compare the opinions of teachers and administrators with experience in multiple-teacher departments of vocational agriculture in Kansas, the state supervisor of agricultural education in each state, and the head teacher educator of agricultural education in each college or university preparing vocational agriculture teachers, concerning the organizational and operational procedures of multiple-teacher departments ot vocational agriculture. A null hypothesis was used which stated that there was no significant difference in the opinions as expressed by the four population groups.

Data for the study was obtained by a mailed opinionnaire. The sample consisted of forty-one teachers, twenty-one administrators, forty-nine supervisors, and seventy-six teacher educators. An eighty-two per cent response was used for the thesis due to a time limit. Additional returns were received, which gave a final response of ninety-five

per cent. The additional responses did not cause significant changes in the result as reported in the thesis. Statistical treatment of the data included frequency, per cent, and chi-square analysis.

As recommended in the study, a committee was to be selected to review the findings of the study and to determine the content of a publication to be used as a guideline in multiple-teacher departments. Dr. Agan and Mr. Eustace, respectively, represented the teacher educators and state supervisors of agricultural education. Mr. Relihan represented school administrators having experience with multiple-teacher departments of vocational agriculture. Messrs. Attebery and Knewtson represented teachers with experience in multiple-teacher departments. The author, a former teacher of vocational agriculture, served as chairman for the committee.

Division of Teacher Responsibilities
in
Multiple-Teacher Departments in Agricultural Education
in the _____ School
for 19___ - 19___

Enter name of teachers in columns and check activity under appropriate teacher's name.	Teacher Responsible			
	Chairman			
1. Secondary & Post-secondary Instructional Program				
_____				
_____				
_____				
_____				
2. Young Farmer Program				
_____				
_____				
3. Adult Farmer Program				
_____				
_____				
4. FFA				
A. Advisor				
B. Program of Activities				
C. Leadership Camp				
D. National Convention				
E. State Convention				
F. Schools and/or Contests				
(1) Leadership School				
(2) _____				
(3) _____				
(4) _____				
G. Parent and Son Banquet				
H. Reports				
I. Other Activities				
(1) _____				
(2) _____				
5. Scheduling use of Facilities and/or Equipment				
6. Requisition of Supplies				
7. Maintenance and Improvement of Agricultural Library				

Enter names of teachers in columns and check activity under appropriate teacher's name	Teacher Responsible			
	Chairman			
8. Department Reports				
A. State				
(1) Summer Program (Sept. 11)				
(2) Preliminary Report (Nov. 1)				
(3) Day-School Claim Reports (2)(Jan. 1 & June 1)				
(4) Farming Program Report (Feb. 15)				
(5) Summer Schedule (May 1)				
(6) Annual Agricultural Report (May 20)				
(7) Young Farmer Program Reports				
(8) Adult Farmer Program Reports				
B. Local				
(1) Budget				
(2) Student Follow-up				
(3)				
9. Representation in Group or Professional Meetings				
10. Other Divided Responsibilities				

Administrator

_____
(Signed)

Teachers

_____
_____
_____
_____
_____
(Signed)